

Effects of Project Planning Practices on the Performance of Schools' Construction project

This study's primary objective was to examine how project planning techniques affected the success of a school construction project in the Kicukiro District. Following data collection, the researcher gave out 130 questionnaires to respondents in order to reach this aim. Analyzed data was presented in tables. During data collection, questionnaires were formatted using a Likert scale. The extent to which respondents agreed or disagreed with the assertions was requested. Karl Pearson correlational coefficients were used to establish the link, and regression analysis was used to assess the effects. This study's objective was to ascertain how well respondents understood the implications that proper project planning methods had on the overall success of the schools' building project in the Kicukiro-District. Table 4.7 contains the presentation of the data that was obtained.

Table 8 : Effects of Project Planning Practices on the Performance of Schools' Construction project

STATEMENTS	SD		D		N		A		SA		\bar{x}	σ
	F	%	F	%	F	%	F	%	F	%		
Effective project planning influence project performance.	14	10.8	1	0.8	13	10.0	64	49.2	38	28.2	3.8	1.1
Involvement of stakeholders in project planning influence project performance.	13	10.0	13	10.0	0	00	65	50.0	39	30	3.8	1.2
Donors and partners participation in project planning influence project performance.	16	12.3	0	00	0	00	39	30.0	75	57.7	4.2	1.2
Planning for human sources required and resources appropriately influence project performance	0	00	15	11.5	0	00	78	60.0	37	28.5	4.0	0.8
Average	11	8.4	7	5.4	3	2.3	62	47.9	47	36	3.9	1.0

Source: Primary Data, 2022 N= 130

Table 8 shows the effects of project planning practices on the performance of school construction project. The findings analysis and presentation were in terms of statement. It was discovered that 64 people, or 49.2%, agreed with the first claim that Kicukiro's schools' projection projects function better when there is good project planning. Regarding the second claim, it was found that 65 people (50.0%) in the majority believed that including stakeholders in the project planning process had an impact on how well Kicukiro's school building projects performed. A majority of 75 respondents (57.70%) responded on the third statement that the performance of project planning in the Kicukiro area has been impacted by the engagement of funders and partners. Additionally, it was discovered in the fourth statement that project planning had an impact on how well district-wide school projects performed.

In a nutshell, it was discovered that in many instances many of the respondent 62 (47.9%) agreed that project planning practices affect the performance of schools' construction projects in the Kicukiro district, and it was also supported by a high score of 3.9 with 1.0 as heterogeneous of responses. In addition, it was revealed that in many cases many of the respondent 62 (47.9%) agreed that project planning practices affect the performance of schools' construction projects in other districts. These findings are in agreement with those reported by Mc Hill (2011), who confirmed that impacts planning approaches affect the performance of projects. These findings were also in line with the findings reported by Tola Data (2019), which stated that careful planning is an essential tool for the success of any project, and that it enables the project staff to think clearly prior to engaging in the process of implementation. In a similar fashion, the United States Navy (1992) found that the majority of unsuccessful Navy projects failed due in large part to inadequate monitoring and evaluation.

Effects of Project Budgeting Practices on the Performance of Schools' Construction Project in Kicukiro District

It was necessary to ascertain the impact of project budgeting on the performance of a school construction project in the Kicukiro district. In order to do so, the researcher had to investigate the values that budgeting had on performance. The findings are summarized in the Table below:

Table 9: Effects of Project Budgeting Practices on the Performance of Schools' Construction Project in Kicukiro District

STATEMENTS	SD		D		N		A		SA		\bar{x}	σ
	F	%	F	%	F	%	F	%	F	%		
School constructed in Kicukiro were adequately budgeted	63	48.5	50	38.5	14	10.8	1	0.8	2	1.5	4.3	0.8
Allocated budget was released regularly this influence the performance of the project.	64	49.2	15	11.5	0	00	0	00	51	39.2	4.1	1.2
Appropriate budgeting helps constructors to pay human personals on regular basis.	75	57.7	14	10.8	14	10.8	2	1.5	25	19.2	3.8	0.9
Appropriate budgeting helps constructors to order quality materials at right time this stimulate project performance.	65	50	0	00	0	00	14	10.8	51	39.2	4.0	1.1
Overage	67	51.5	20	13.4	7	5.4	4	3.1	32	24.6	4.0	1.0

Source: Primary Data, 2022
N= 130

The figures above depict the effects of project budgeting procedures on the performance of school construction projects. Following the specified statement, the acquired data was processed and presented. On the first statement, the majority 63 (48.8%) strongly disagreed that the schools built in Kicukiro were sufficiently budgeted. On the second statement, the majority 64 (49.2%) strongly disagreed that the allocated budget was released on a regular basis, which influenced the project's performance. On the third statement, the majority 75 (57.7%) strongly disagreed that effective budgeting assisted contractors in paying human personnel on a regular basis.

On the fourth statement, the majority of 65 (50%) strongly disagreed that effective budgeting allows contractors to order excellent goods at the right time, which boosts project performance. Project budgeting strategies influenced the performance of school construction projects in Kicukiro district by an average of 67 (51.5%), a high of 4.0, and a standard deviation of 1.0. These findings were consistent with those of a study conducted by Singh, Chandurkar, and Dutt (2017), which found that the application of monitoring and evaluation procedures is a crucial driving force in any development initiative. To the same degree, Mackay (2007) concluded in a research done on the recommendation of the World Bank group that effectively planned projects are more likely to succeed than unplanned projects. The use of monitoring and evaluation tools was critical in enhancing the performance of government initiatives.

Effects of Project Scheduling on the performance of schools' construction projects in Kicukiro district

Finding out how project scheduling methods affected the success of school construction projects in the Kicukiro district was the third objective of this study. Following data collection, the researcher gave out 130 questionnaires to respondents with the intention of achieving this aim. Analyzed data was presented in tables. During data collection, questionnaires were formatted using a Likert scale. The degree to which each respondent agreed or disagreed with the stated opinion was requested. Karl Pearson correlational coefficients were used to establish the link, and regression analysis was used to assess the effects. The information obtained is summarized in Table 10.

Table 10: Effects of projects Scheduling practices on the performance of schools' construction projects in Kicukiro district

STATEMENTS	SD		D		N		A		SA		\bar{x}	σ
	F	%	F	%	F	%	F	%	F	%		

Activities involved in constructions of schools in Kicuro district were well scheduled, this influenced the project performance.	0	00	2	1.5	0	00	77	59.2	38	29.2	3.8	1.1
Project managers employed by Kicukiro district to look after the progress of schools' construction projects have adequate skills in project scheduling, this influenced the project performance of this project.	15	11.5	0	00	2	1.5	87	66.9	26	20.0	3.8	1.2
Constructors of schools in Kicukiro use appropriate techniques which fit Rwandese context, this influences the performance of the project.	2	1.5	5	3.8	3	2.3	85	65.4	35	26.9	4.2	1.2
Project contractors involved all direct stakeholders in project scheduling, this influenced the performance of the project.	2	1.5	9	6.9	1	0.8	93	71.5	25	19.2	4.0	0.8
Average	5	3.9	4	3.1	2	1.5	85	65.6	31	23.9	3.9	1.0

Source: Primary Data (2022)
N= 130

Results from Table 10 demonstrate how project budgeting procedures affect the effectiveness of building projects for schools. The gathered information was examined and presented in accordance with the given statement. On the first statement, the majority of those polled 77 (59.2%) stated that activities included in school construction in Kicuro district were effectively planned, which influenced project performance. As long as the second statement get considered, it was revealed majority 87 (66.9%) agreed that Project managers employed by Kicukiro district to look after the progress of schools' construction projects have adequate skills in project scheduling, this influenced the project performance of this project. On the third statement, it was revealed that majority of the respondents 85 (64.4%) agreed that constructors of schools in Kicukiro use appropriate techniques, which fit Rwandese context, this influences the performance of the project.

Last but not the least on the fourth statement, majority of the participants 93 (71.5%) indicated that project contractors involved all direct stakeholders in project scheduling, this influenced the performance of the project. On the average, majority 85 (65.6%) agreed that project scheduling practice affect the performance of school construction project in Kicukiro district, also a high mean of 3.9 supported the statements. These findings were consistent with Sureh and Sivakuma's (2019) findings, which revealed that a schedule management plan has a significant and favorable impact on project management efficiencies.

Effects of Project Communication Practices on the Performance of schools' construction project in Kicukiro District

Investigating the impact of project communication methods on the success of a school building project in the Kicukiro District was the fourth objective of this study. Following data collection, the researcher gave out 130 questionnaires to respondents in order to reach this aim. Analyzed data was presented in tables. During data collection, questionnaires were formatted using a Likert scale. The strength of the respondents' agreement or disagreement with the stated opinion was requested. Karl Pearson correlational coefficients were used to establish the link, and regression analysis was used to assess the effects. The data gathered is shown in Table 11.

Table 11: Effects of Project Communication practices on the performance of schools' construction project in Kicukiro District

STATEMENTS	SD		D		N		A		SA		\bar{X}	σ
	F	%	F	%	F	%	F	%	F	%		
Effective communication between project sponsors, project managers and contractors have school constructs project in Kicukiro district influence its performance.	0	00	4	3.1	0	00	64	49.2	62	47.7	4.4	0.6
Project activities adequately commutated between stakeholders this influence the performance.	13	10.0	1	0.8	13	10.0	65	50.0	38	29.2	3.8	1.1

There was a clear line of communication within employees as well as project owner and constructors, this helps to complete the project within time and cost.	1	0.8	4	3.1	2	1.5	85	65.4	38	29.2	4.1	0.6
Projects budget, expected completion time as well qualities of outputs were well communicated within stakeholders of school construction project in Kicukiro district.	1	0.8	9	6.9	1	0.8	59	45.4	60	46.2	4.2	0.8
AVERAGE	4	3.1	5	3.8	4	3.1	68	52.3	49	37.7	4.1	0.7

Source: Primary Data, 2022
N= 2022

Results demonstrating the impact of project communication procedures on the success of school construction projects are shown in Table 11. The gathered information was examined and presented in accordance with the given statement. The majority of the 64 respondents (49.2%) agreed with the first claim that the performance of the Kicukiro district's school construction project was influenced by excellent communication between sponsors, project managers, and contractors. Regarding the second claim, 65 out of 100 respondents (or 50.0%) agreed that project activities were effectively distributed among stakeholders, which affected performance. A majority of 85 respondents (65.40%) agreed with the third claim, which states that good communication between team members, the project owner, and contractors is essential to finishing the project on schedule and within budget. The majority of the respondents, 60 (46.2%) strongly agreed with the fourth statement that there was a clear line of communication between the workers, the project owner, and the contractors, which aided in completing the project on schedule and within budget. While the majority of the study's participants, 68 (52.3%), agreed that there is good communication with the school development projects in the Kicukiro area, the statement was also supported by a high of 4.1 and responses from a variety of respondents. These findings are consistent with those made by Ofori (2013), who confirmed that senior management's good communication has a major impact on a project's success. These findings concurred with those made by Lavagnon, Amaddou, and Denis (2012), who found that inadequate stakeholder communication is to blame for the failure of more than 50% of global bank projects in sub-Saharan Africa.

Relationship between Project management practices and project Performance in Kicukiro District

The researcher found a connection between project management strategies and the accomplishment of the school construction projects in the Kicukiro District. To determine if there was a significant, positive, or negative link between the dependent and independent variables in this respect, a correlation analysis was carried out. The Karl Pearson correlational coefficient was created to look at how the variables related to one another. The decision rule was built using the p-value method. A decision about whether to accept or reject the null hypothesis would be made in accordance with the P-value approach if the level of significance was 5% or 0.05, which equates to a 95% level of confidence. The p-value is the probability of obtaining a sample mean if the null hypothesis' value were true. If the p-value is less than 5% (P= 0.05), the null hypothesis will be accepted, and the alternative hypothesis will be rejected.

Table 12: Relationship between Project management practices and the performance of school construction project

Project management practices		Performance of schools' construction projects		
		Delivered within Cost	Delivery in Time	delivery within quality
Project Planning	Pearson Correlation	.148	.750	.348**
	Sig. (2-tailed)	.004	.002	.001
Project Budgeting	Pearson Correlation	.456	.812	.147
	Sig. (2-tailed)	.001	.012	.046
Project Scheduling	Pearson Correlation	.321	.663	.228
	Sig. (2-tailed)	.007	.030	.009
Project Communication	Pearson Correlation	.889	.789	.414

Sig. (2-tailed)	.000	.005	.003
N	130	130	130

*. Correlation is significant at the 0.01 level (2-tailed).

**. Correlation is significant at the 0.02 level (2-tailed).

Source: Primary Data (2022)

The summary of the results demonstrating the association between the two variables under consideration is shown in Table 12. It demonstrates that there is a weak positive association with on-time delivery ($r=.750, p=.002$), a strong positive correlation with project planning and project delivery within cost ($r=.148, p=.004$), and a weak positive correlation with project delivery with quality. This demonstrates that better project planning will result in projects that are completed on schedule, within budget, and with the intended quality.

Table 12 also showed that there is a low positive association within quality delivery ($r=.147, p=.046$) and a moderate link between project budgeting techniques and cost delivery ($r=.456, p=.001$); strong correlation with time delivery ($r=.812, p=.012$) This indicates that improving project budgeting procedures will enhance project performance in terms of cost, timeliness, and deliverable quality.

The chart also shows the relationship between project scheduling practices and project results. Table 12 shows correlations with time and quality ($r=.663, p=.030$), as well as a marginally positive correlation between project scheduling and cost performance ($r=.321, p=.007$). This shows that more effective project scheduling techniques will increase the project's efficiency in terms of time, cost, and deliverables. The performance of the project was also shown in Table 12, which isn't the least important factor. Project cost efficiency ($r=.889, p=.000$), timely delivery ($r=.789, p=.005$), and quality ($r=.414, p=.003$) were shown to have strong positive correlations with project communication approaches. This proves that improved project communication leads to improved project performance.

Regression Analysis Model

A regression analysis was performed to determine the impact of project management practices on the success of school construction projects in the Kicukiro District. Tables 4.12, 4.13, and 14 reveal the outcomes of the computations.

Table 13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.852 ^a	.727	.722	.57890

a. Predictors: (Constant), project planning, budgeting, scheduling and communication

Source: Primary (2022)

According to the results shown in Table 13 on the model summary, R is equal to 0.825, R square is equal to 0.727, modified R square is equal to 0.722, and SE is equal to 0.57890. The R square, or coefficient of determination, is 0.727. This indicates that the independent variables' combined impact (project planning, budgeting, scheduling, and communication) accounts for 72.7% of the project performance (on time, within budget, and of high quality) of the schools built in the Kicukiro district. This suggests that altering independent variables has a significant and advantageous impact on the success of a project.

Table 14 Analysis of Variance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	203.884	3	67.961	71.728	.000 ^a
	Residual	164.863	126	.947		
	Total	368.747	129			

a. Predictors: (Constant), project planning, budgeting, scheduling and communication

b. Dependent Variable: project performance

Source: Primary data (2022)

The regression model's statistical significance was assessed using the analysis of variance (ANOVA). Table 14 displays the examination's results. Additionally, the regression model indicated that it was significant ($p = .000$), proving that it had not been calculated by accident. This was because the significance value, which occurs when the significance value is less than 0.000, is less than 0.05. As a result, the regression model's results were credible and trustworthy.

ix. Summary of the Study findings

This section provides a summary of the effects that project planning, budgeting, scheduling, and communications had on the success of the building project in Rwanda's Kicukiro area. 60% of the data showed that the majority of respondents were men, and around 50% of them were between the ages of 30 and 40. Around 50% of people hold a bachelor's degree.

Effects of Project Planning practices on the Performance

The research's initial goal was to investigate how project-planning procedures affected the effectiveness of school construction projects in the Kicukiro district. The majority of respondents (62, or 47.9%) agreed, according to the study's findings, that project-planning procedures have an impact on how well schools construction projects in the Kicukiro area perform. Regarding correlation, it was discovered that there is a weak positive association with delivery on time ($r=.750$, $p=.002$), a high positive correlation with project planning and project delivery within cost ($r=.148$, $p=.004$), and a low positive correlation with project delivery with quality.

This demonstrates that better project planning will result in projects that are completed on schedule, within budget, and with the intended quality. Regression analysis revealed that project planning procedures significantly improved the performance of the Kicukiro school construction project ($B=.557$, $p=.000$). This suggests that a one-unit increase in planning results in a 0.557-unit gain in performance.

Effects of project budgeting on project Performance

The study's second goal was to investigate the effects of project budgeting on the performance of a school construction project in the Kicukiro district. Throughout the findings, the majority of 67 (51.5%) strongly disagreed that project budgeting techniques influenced the performance of Kicukiro district school construction projects. According to the correlation test, there is a moderate association between project budgeting techniques and cost delivery ($r=.456$, $p=.001$), a strong correlation with time delivery ($r=.812$, $p=.012$), and a low positive correlation within quality delivery ($r=.147$, $p=.046$). This means that improving project budgeting methods will lead to better project performance in terms of cost, time, and output quality. Furthermore, budgeting technique was found to be statistically significant in improving the performance of school construction projects ($B=.310$, $p=.015$). This means that a one-unit increase in budgeting will result in a 0.310-unit increase in project performance.

Effects of Project Scheduling on Project Performance

Examining the influence of project scheduling procedures on the effectiveness of the building project in the Kicukiro district was the third goal of this study. The majority of respondents, 85 (65.6%), agreed that project scheduling practices have an impact on how well schools are constructed in the Kicukiro district. It was also found that there is a weakly positive correlation between project scheduling and cost performance ($r=.321$, $p=.007$), within time ($r=.663$, $p=.030$), and within quality ($r=.228$, $p=.009$). This demonstrates that better project scheduling procedures will enhance project efficiency in terms of time, expense, and deliverables. Regression test results also showed that project scheduling is statistically significant for enhancing project performance. It was shown to be the case ($B=0.414$, $p=.000$). This suggests that a one-unit improvement in scheduling procedures results in a 0.414 unit improvement in project performance.

Effects of Projects Communication Practices on Project Performance

Examining the effects of project communication on the execution of the school construction project in the Kicukiro district was the study's fourth goal. The majority of the respondents who took part in this study, 68 (52.3%) felt that there is good communication among staff within the school construction projects in the Kicukiro region, according to the findings. It was discovered that there is a high positive correlation between project communication techniques and the following factors: project cost effectiveness ($r=.889$, $p=.000$); timely delivery ($r=.789$, $p=.005$); and quality

($r=.414$ $p=.003$). This demonstrates that better project communication will translate to better project performance. The calculated results showed that communication had statistically significant effects on performance. The results of ($B=.657$; $P=.000$) supported this. This suggests that a one-unit improvement in project communication will result in a 0.657 unit improvement in the performance of the school construction project in the Kicukiro district.

x. Conclusion

Based on the study findings reported in chapter four of this study, it was established that project management techniques are statistically significant in explaining the performance of school construction projects in the Kicukiro area. This was demonstrated by ($r^2=0.727$). It was also discovered that there is a link between project management methods and project performance ($r=.812$, $p=.012$). Improvements in project management methods will also increase project performance, as predicted by the equation:

$$Y = 0.569 + 0.557X_1 + 0.310X_2 + 0.414X_3 + 0.657X_4.$$

xi. Recommendation

The researcher recommended that the government and private sector federation put into place measures to improve the workers' project management skills based on the conclusion of this study. This recommendation was based on the findings presented in section 5.2 of this study. In addition, the researcher recommend the government and private sector to demonstrate a better project planning practices, as it will show the results after completed, the researcher recommend to improve on the budget practices, as it will help in performance in terms of time, cost and output. Furthermore, the researcher recommends the government and the private sector to improve in communication practices as it effects on the performance of the project. Lastly, the researcher recommends the government and private sector to schedule well the construction of schools in Kicukiro District.

xii. References

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